Texas Education Agency
Standard Application System (SAS)

2016–2017 Texas 21st Century Community Learning Centers, Cycle 9, Year 1

Program authority:	Elementary and Secondary Education Act Title IV, Part B as amended by the No Child Left Behind Act	**FOR TEA USE ONLY** Write NOGA ID here:
Grant Period	August 1, 2016, to July 31, 2017	
Application deadline:	5:00 p.m. Central Time, March 29, 2016	Place date stamp here
Submittal information:	**Three** complete copies of the application, at least one with an original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494	*(received stamp)*
Contact information:	21stCentury@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #		Amendment #	
Alief ISD	101903			
Vendor ID #	ESC Region #		DUNS #	
	4		031861214	

Mailing address		City	State	ZIP Code
4250 Cook Rd.		Houston	TX	77072

Primary Contact

First name	M.I.	Last name	Title
Tameka		Anderson	Coord., After School Programs
Telephone #	Email address		FAX #
(281) 498-8110 ext. 5878	tameka.anderson@aliefisd.net		(281) 498-4051

Secondary Contact

First name	M.I.	Last name	Title
Zack		Ward	Grants Specialist
Telephone #	Email address		FAX #
(281) 498-8110 ext. 5888	zachary.ward@aliefisd.net		(281) 498-4051

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
HD		Chambers	Superintendent
Telephone #	Email address		FAX #
(281) 498-8110	hd.chambers@aliefisd.net		(281) 498-4051

Signature (blue ink preferred)   Date signed

(signature)   3/21/2016

Only the legally responsible party may sign this application.

701-16-102-144

Schedule #1—General Information (cont.)	
County-district number or vendor ID: 101903	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
3	Certification of Shared Services	☐	☐
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
7	Payroll Costs (6100)	See Important Note For Competitive Grant*	☐
8	Professional and Contracted Services (6200)		☐
9	Supplies and Materials (6300)		☐
10	Other Operating Costs (6400)		☐
11	Capital Outlay (6600)		☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐
18	Equitable Access and Participation	☒	☐
19	Private Nonprofit School Participation	☒	☐
21	Program Information Addendum	☒	N/A

*IMPORTANT NOTE FOR COMPETITIVE GRANTS: Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified**.

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)
Enter the start and end dates of your fiscal year in Section 1.
In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year	
Start date (MM/DD):	End date (MM/DD):
Section 2: Applicant Organizations and the Texas Statewide Single Audit	
Yes: ☐	No: ☐

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 101903	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see General and Fiscal Guidelines, Required Fiscal-Related Attachments, for details)

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Written Agreements	Written agreements or memoranda of understanding are required for partnerships involving school districts, community-based organizations, or other organizations that work on behalf of the contractor to manage the daily operations of the program. Written agreements are also required for partners that are significantly involved in the development and/or implementation of the program. They are not required for providers of single services, such as a physical activity provider or instructional coach. For example, a district may act as the fiscal agent but manage a contract for a provider to operate the program or host programs at school or non-school locations.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
☒	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
☒	I certify my acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 101903	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

☒   I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that funds awarded under this program will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local, or non-federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that the program will take place in a safe and accessible facility.
4.	The applicant provides assurance that the proposed program was developed, and will be carried out in active collaboration with the schools that students attend.
5.	The applicant provides assurance that the program will target students who attend schools eligible for schoolwide programs and the families of such students.
6.	The applicant provides assurance that the community has been given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.
7.	The applicant provides assurance that it has selected feeders and centers in a manner designed to serve students that are most in need of the additional services based on a comprehensive systematic assessment of the needs of students and families and the resources of campuses and the community. The applicant also provides assurance that it will annually conduct a needs assessment and an updated program implementation plan based on the results of the annual needs assessment.
8.	The applicant provides assurance that it will comply with all reporting schedules and deadlines including data entry schedules, as required for state and federal reporting.

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Schedule #3—Certification of Shared Services	
County-district number or vendor ID: 101903	Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Member Districts				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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	**Schedule #3—Certification of Shared Services (cont.)**
	County-district number or vendor ID: 101903		Amendment # (for amendments only):
#	**County-District # and Name**	**Authorized Official Name and Signature**	**Telephone Number and Email Address**	**Funding Amount**
	**Member Districts**
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
	**Grand total:**	

	**For TEA Use Only**
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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #4—Request for Amendment	
County-district number or vendor ID: 101903	Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	$	$	$	$
2.	Schedule #8: Contracted Services	6200	$	$	$	$
3.	Schedule #9: Supplies and Materials	6300	$	$	$	$
4.	Schedule #10: Other Operating Costs	6400	$	$	$	$
5.	Schedule #11: Capital Outlay	6600	$	$	$	$
6.	Total direct costs:		$	$	$	$
7.	Indirect cost (%):		$	$	$	$
8.	Total costs:		$	$	$	$

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<u>Schedule #4—Request for Amendment (cont.)</u>

County-district number or vendor ID: 101903	Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary	
County-district number or vendor ID: 101903	Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Be sure to address fundamental issues such as an overview of your community, the need for the program, and a general description of the program to be implemented. Be sure to align your description with the purpose and goals of this Request for Application. Address new and expanded services that will be made available by the program. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Alief ISD seeks to provide enriching and engaging afterschool programming that: 1) provides opportunities for academic enrichment, including tutorial services to help children meet state and local academic achievement standards in core academic subjects such as reading and mathematics; 2) offers students a broad array of additional services and activities such as youth development activities, drug and violence prevention programs, art, music, and recreation programs, and technology education programs; and, 3) offers families of students opportunities for literacy and related educational development. **Over 80% of all 47,000 Alief ISD students are identified as economically disadvantaged. Eighty-six percent of students under the age of 18 reside in single parent homes,** leaving many Alief children in empty homes between the hours of 3-6 PM. Other than fee-based child care centers, the Alief Afterschool Alliance confirmed that few formalized programs in the Alief community provide high-quality services on a daily basis. This lack of services is significant for eligible elementary and intermediate schools that serve high-need student populations ranging in age from 5-12 years. Funding would benefit Alief students and families by providing a safe environment for students during the critical hours of 3-6 PM, assist in closing the academic achievement gap that is prevalent in low-income urban areas, and provide for character development and enrichment opportunities that are often unafforded to low-income students. The goals of this grant align with four of the five Alief ISD stated goals: 1) Close the achievement gap to ensure that all students reach their academic potential; 2) Improve student preparation for college and career; 3) Maintain a safe and orderly environment; and, 4) Build positive relationships with all stakeholders. **To determine the program budget,** we assessed the needs of each individual campus, other afterschool programs in the district, and viewed budgets from past funded programs. The proposed budget meets the requirements of the grant and the needs of each individual campus. **Alief ISD student demographics are** 52% Hispanic, 30% African-American, 13% Asian, 4% Caucasian and 1% other. The ten participating campuses serve a population of 80% or more economically-disadvantaged students, exceeding the goal of the 21st CCLC grant to serve campuses with rates of 40% or higher. Research shows that urban communities have a greater risk of struggling academically, socially, and physically (wellness), justifying Alief's need to pursue supplemental funds to assist in providing additional opportunities for academic enrichment, youth development activities that reinforce and complement the regular academic program, and services to support the families of disadvantaged students. **AISD follows a continuous improvement planning model to ensure that decisions are based on data, and that strategies are research-based and evaluated for effectiveness.** The district's federal programs department, along with a chosen outside evaluator who has a proven track record for effective evaluation, will meet with the project director, site coordinators and project staff to establish data collection methods and to assist with data analysis and project reports to monitor the efficacy of the program. Collected data will be reviewed by the project director and site coordinators on an ongoing basis to identify successes, and challenges which may require program modifications. **The project director will assume overall responsibility for the program** and will report directly to the district's coordinator of afterschool programs (locally funded) and director of federal programs. The project director will meet bi-monthly with the district's coordinator of afterschool programs and bi-annually with the district's grant compliance coordinator. The district grant compliance and afterschool programs coordinators meet weekly with the director of federal programs and grants. The site coordinators and academic liaison will report to project director and meet monthly. Weekly site visits will be conducted. The family engagement specialist will report to the federal programs and grants director. **The independent evaluator will collect qualitative and quantitative data for reporting on TEA and project-level performance measures that evaluate program efficacy in defined program areas** throughout the year and for the annual end of year evaluation report. A formative evaluation will help identify problems that may be resolved in a timely manner. To maximize effectiveness and ensure sustainability for all programs, the district coordinates federal, state, local, and non-federal funds. Materials, training, staffing and contracted services essential to program implementation will be funded through the grant. However, additional items that are supplemental, but support grant goals and objectives, may be purchased using funds from local and/or Title I funds.

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Schedule #5—Program Executive Summary (cont.)	
County-district number or vendor ID: 101903	Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Alief ISD will continue to support afterschool programs through resources which include, but are not limited to building use utilities, custodial services, snacks for students, in-kind salary for the coordinator and two assistants, and transportation for students. The district will continue to seek additional funding and will implement its established fee based afterschool programming model and scholarship opportunities to provide quality after-school programming.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #6—Program Budget Summary					
County-district number or vendor ID: 101903				Amendment # (for amendments only):	
Program authority: Elementary and Secondary Education Act Title IV, Part B as amended by NCLB					
Grant period: August 1, 2016, to July 31, 2017				Fund code/shared services arrangement code: 265/352	

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	$1,476,408	$	$1,476,408
Schedule #8	Professional and Contracted Services (6200)	6200	$60,000	$20,000	$80,000
Schedule #9	Supplies and Materials (6300)	6300	$91,692	$	$91,692
Schedule #10	Other Operating Costs (6400)	6400	$151,900	$	$151,900
Schedule #11	Capital Outlay (6600)	6600	$	$	$
	Consolidate Administrative Funds			☐ Yes ☐ No	
Total direct costs:			$1,780,000	$20,000	$1,800,000
Percentage% indirect costs (see note):			N/A	$	$
Grand total of budgeted costs (add all entries in each column):			**$1,780,000**	**$20,0000**	**$1,800,000**

Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		$	$	$

Administrative Cost Calculation	
Enter the total grant amount requested:	$1,800,000
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$90,000

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #7—Payroll Costs (6100)			
County-district number or vendor ID: 101903		Amendment # (for amendments only):	
Employee Position Title	**Estimated # of Positions 100% Grant Funded**	**Estimated # of Positions <100% Grant Funded**	**Grant Amount Budgeted**
Academic/Instructional			
1 Teacher			$
2 Educational aide			$
3 Tutor			$
Program Management and Administration			
4 Project director (required)		1	$52,063
5 Site coordinator (required)	10		$598,200
6 Family engagement specialist (required)		1	$42,462
7 Secretary/administrative assistant			$
8 Data entry clerk			$
9 Grant accountant/bookkeeper			$
10 Evaluator/evaluation specialist			$
Auxiliary			
11 Counselor			$
12 Social worker			$
Education Service Center (to be completed by ESC only when ESC is the applicant)			
13 ESC specialist/consultant			$
14 ESC coordinator/manager/supervisor			$
15 ESC support staff			$
16 ESC other			$
17 ESC other			$
18 ESC other			$
Other Employee Positions			
19 Academic Liasion	1		$18,000
20 Title			$
21 Title			$
22		Subtotal employee costs:	$710,725
Substitute, Extra-Duty Pay, Benefits Costs			
23 6112 Substitute pay			$
24 6119 Professional staff extra-duty pay			$429,723
25 6121 Support staff extra-duty pay			$143,241
26 6140 Employee benefits			$192,713
27 61XX Tuition remission (IHEs only)			$
28		Subtotal substitute, extra-duty, benefits costs	$765,683
29	**Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**		$1,476,408

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 101903	Amendment # (for amendments only):	
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		

Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		**Grant Amount Budgeted**
6269	Rental or lease of buildings, space in buildings, or land	$
	Specify purpose:	
a.	**Subtotal of professional and contracted services (6200) costs requiring specific approval:**	$

Professional and Contracted Services		
#	**Description of Service and Purpose**	**Grant Amount Budgeted**
1	Independent Program Evaluator $2,000/site	$20,000
2	Fine arts, fitness, family engagement, academic and enrichment consultants $5,000 per Elem. site @ 5sites $5,000 per Inter. site @ 3 sites $10,000 per MS site @ 2 sites *Each contractor approx. fewer than 6 per campus will cost less than $10,000 each	$60,0000
3		$
4		$
5		$
6		$
7		$
8		$
9		$
10		$
11		$
12		$
13		$
14		$
b.	**Subtotal of professional and contracted services:**	$80,000
c.	**Remaining 6200—Professional and contracted services that do not require specific approval:**	$
	(Sum of lines a, b, and c) Grand total	$80,0000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 101903	Amendment number (for amendments only):	
Expense Item Description		**Grant Amount Budgeted**
6300	Total supplies and materials that do not require specific approval:	$91,692
	Grand total:	**$91,692**

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 101903	Amendment number (for amendments only):	
Expense Item Description		**Grant Amount Budgeted**
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	$
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing.	$
	Specify purpose:	
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines.	$25,000
6413	Stipends for non-employees other than those included in 6419	$
6419	Non-employee costs for conferences. Requires authorization in writing.	$
Subtotal other operating costs requiring specific approval:		$25,000
	Remaining 6400—Other operating costs that do not require specific approval:	$126,900
	Grand total:	**$151,900**

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

For TEA Use Only	
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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 101903		Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	$
66XX—Computing Devices, capitalized				
2			$	$
3			$	$
4			$	$
5			$	$
6			$	$
7			$	$
8			$	$
9			$	$
10			$	$
11			$	$
66XX—Software, capitalized				
12			$	$
13			$	$
14			$	$
15			$	$
16			$	$
17			$	$
18			$	$
66XX—Equipment, furniture, or vehicles				
19			$	$
20			$	$
21			$	$
22			$	$
23			$	$
24			$	$
25			$	$
26			$	$
27			$	$
28			$	$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				$
			Grand total:	$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds	
County-district number or vendor ID: 101903	Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:			1,000	
Category	Number	Percentage	Category	Percentage
African American	280	28%	Attendance rate	96.4%
Hispanic	600	60%	Annual dropout rate (Gr 9-12)	N/A%
White	30	3%	Students taking the ACT and/or SAT	N/A%
Asian	90	9%	Average SAT score (number value, not a percentage)	N/A
Economically disadvantaged	840	84%	Average ACT score (number value, not a percentage)	N/A
Limited English proficient (LEP)	510	51%	Students classified as "at risk" per Texas Education Code §29.081(d)	78%
Disciplinary placements	20	2%		

Comments

Student demographic information is based on current demographics for each of the ten propsed campuses. The after school program anticipates student participation that is reflective of the campus as a whole.

Teacher demographic information is based on the entire teaching staff at each of the ten campuses combined. Teachers in the after school program will come from this candiadate pool.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	265	37%	No degree	0	0%
Hispanic	236	33%	Bachelor's degree	512	72%
White	175	25%	Master's degree	188	27%
Asian	33	5%	Doctorate	9	1%
1-5 years exp.	320	45%	Avg. salary, 1-5 years exp.	51,252	N/A
6-10 years exp.	174	24%	Avg. salary, 6-10 years exp.	55,026	N/A
11-20 years exp.	161	23%	Avg. salary, 11-20 years exp.	59,130	N/A
Over 20 years exp.	54	8%	Avg. salary, over 20 years exp.	68,587	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 101903	Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public		16	123	123	123	123	123	123	123	123					1,000
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:															1,000

Schedule #13—Needs Assessment	
County-district number or vendor ID: 101903	Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs and resources. Needs are defined as the area, or gap, between current performance and the desired result. Describe the process for objectively assessing the needs and resources for this program, including a description of the process for prioritizing multiple needs and aligning proposed activities to meet the needs, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Alief ISD follows a continuous improvement planning model to ensure that decisions are based on data, and that strategies are research-based and evaluated for effectiveness. The plan is developed collaboratively with district and campus staff, as well as parents and community members. Included in the planning process are, among others, content-area leadership groups, community committees, the district Instructional Leadership Team, the district Educational Improvement Council, and the Superintendent's Council. The final plan is submitted to the Board of Trustees for approval. This district's continuous improvement cycle consists of an ongoing process of building readiness, collecting and analyzing data, setting goals based on data, investigating research-based practices, making action plans, implementing and monitoring plans, and evaluation effectiveness and sustaining efforts.

At the campus level, the leadership team develop their improvement plan by analyzing all available data to determine needs going forward. Academic performance, including grades, district common assessments, and state assessments (STAAR) factor into decisions on tutorials, supplemental materials, instructional technology, interventions, and any other academic support that a campus needs. Attendance records, behavior reports, and promotion rates are analyzed to determine needs in terms of behavior interventions, character education, and mentoring that might help student success. Parent surveys through K12 Insight, and parent attendance at family engagement events and in the campus parent center also helps each campus develop an all-encompassing needs assessment.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 101903	Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List the five highest-priority "Identified Needs", in order of importance with 1 being the highest level of importance, that the needs assessment process produced. Describe how this proposal would effectively address the need and attain the desired result, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Improve Academic Performance	*All grade levels:* Focused tutorials for struggling students; homework help; academic enrichment; 5E teaching strategies; activities focused on increased inquiry/problem solving; integration of technology; educating families on content/strategies; Thinking Maps. teacher training *Elementary:* Math activities focused on increased rigor; indep. reading; MathNFocus; expository writing activities *Grades 5th-8th:* AVID strategies; Thinking with Math; tutorials for ESL students; college tutors
2.	Improve Attendance	*All grade levels:* Grade level team competitions for attendance; recognition of perfect attendance monthly; consistent communication with parents; student choice and voice for activities; promotion of healthy lifestyles – healthy cooking and fitness programs
3.	Improve Behavior	*All grade levels:* Peer and adult mentoring; character education & self-esteem; service learning; mentoring in partnership with Communities in Schools; expansion and implementation of research-based school wide strategies – CHAMPS, Safe & Civil Schools; partnership and prevention programs through School of Etiquette and anti-bully classes. *Elementary:* Character education programs; resource officer prevention programs; afterschool behavior incentive program; *Grades 5th-8th:* Team sports focused on cooperative groups and team building; student leadership opportunities; team building activities
4.	Improve Promotion Rates	*All grade levels:* Focused tutorials for struggling students including students at–risk of not being promoted based on report grades and benchmarks; homework help; academic enrichment; 5E teaching strategies; educating families on academic content/strategies; teacher training
5.	Improve Graduation Rates	*All grade levels:* Team building led quarterly by specific colleges and college students; virtual and on-site college visits; high school vocational program awareness; career assessment; *Elementary:* Enriched vocabulary; students divided into core teams with names derived from colleges; Junior Achievement classes; *Grades 5th-8th:* AVID strategies; Junior Achievement classes; college students; access to Generation Texas online college and career resource

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Schedule #14—Management Plan	
County-district number or vendor ID: 101903	Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Bachelor's degree; experience in teaching, counseling, and/or other related areas; experience in supervising/managing others and project leadership; understanding of youth development principles and practices; ability to work collaboratively and form effective working relationships with families, schools, and local community stakeholders; working knowledge of computers, word processing, and database software preferred; experience with at-risk youth and families preferred; excellent oral and written communication skills with youth and adults
2.	Site Coordinator(s)	Minimum three years experience in education and program management; Bachelor's degree and certified teacher preferred; experience with project leadership; ability to maintain discipline, motivate students, implement programs based on proven success; communicate effectively with students, parents, staff and community stakeholders; ability to evaluate effectiveness of programs
3.	Family Engagement Specialist	Bachelor's degree; experience working with teachers, parents, school administrators, and community members and organizations; thinks and acts in ways that respect ethnic, cultural and language diversity; experience in collaborative leadership; advocates for children and parents; strong organizational skills; ability to speak to groups; ability to make home visits and ability to work flexible schedule
4.	Evaluator	Extensive experience in research and design specific to afterschool program using a variety of evaluation methods and tools; capability of providing independent evaluation support
5.	Academic Liaison	Minimum three years experience in education and curriculum development; Bachelor's degree and teacher certification required; responsible for working with site coordinators, project directors and front line staff to ensure quality lessons that are engaging and hands-on and that connect during the day instruction to afterschool instruction seamlessly; evaluate effectiveness of lessons/conduct ASP class walk-throughs; offer training to teachers implementing 5E Model

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective		Milestone	Begin Activity	End Activity
1.	Complete site based needs assessments to evaluate need for out-of-school time programming	1.	Needs assessment training for all site coordinators	09/06/2016	12/16/2016
		2.	Evaluate quality of needs assessment final products	09/06/2016	02/28/2017
		3.	Collect ASP surveys & create outreach strategies	09/06/2016	05/31/2017
		4.	Asset mapping training for site coordinators	09/06/2016	07/31/2017
		5.	Collect family engagement inventories in year 1 to administer in year 2, and plan for year 3 activities	09/06/2016	07/31/2017
2.	Develop strategies for outreach, community involvement, and recruiting	1.	Quarterly meeting with FACE Committee	10/03/2016	05/31/2017
		2.	Review site recruitment plans, adjust as needed	10/03/2016	07/31/2017
		3.	Maintain site based FAME Committees	10/03/2016	05/31/2017
		4.	Share recruitment best practices at project meetings	09/06/2016	05/31/2017
		5.	Attend monthly campus faculty meetings, SDC	09/06/2016	05/31/2017
3.	Identify strategies & activities to meet needs & grant requirements	1.	Update Site Project Plans as needed	09/06/2016	07/31/2017
		2.	CEO-Let's Get Started & lesson plan training	09/06/2016	07/31/2017
		3.	Develop college & career strategic plan, readiness	09/06/2016	07/31/2017
		4.	Develop academic support strategic plan	10/03/2016	07/31/2017
		5.	Partner w/ locals artists for summer art residencies	01/02/2017	06/30/2017
4.	Develop strategies	1.	Create job descriptions w/ clear expectations, post	06/01/2016	07/31/2017

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 101903	Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

AISD follows a continuous improvement planning model to ensure that decisions are based on data, and that strategies are research-based and evaluated for effectiveness. The cycle includes building readiness for the program, collecting and analyzing data, setting goals based on data, investigating research- based strategies, composing an action plan, implementation and monitoring and evaluating effectiveness and sustained efforts. The district's federal programs department, along with a chosen outside evaluator who has a proven track record for effective evaluation, will meet with the project director, site coordinators and project staff to establish data collection methods and to assist with data analysis and project reports. Collected data will be reviewed by the project director and site coordinators to identify successes, and challenges which may require program modifications. Data will be collected through the assistance of Texas's online data collection tool and the external evaluator. Internal Communication, Coordination, and Reporting: The project director will work closely with site coordinators to ensure that program activities are carried out in active collaboration with participating campuses. Site coordinators will meet with program staff prior to the beginning of each semester. During this planning time, enrichment courses are identified, schedules are developed, and class enrollment levels are determined. The project director also communicates deadlines and information to all site coordinators through a *weekly E-NEWS alert*. Program staff will monitor student attendance, grades, discipline referrals, and student progress toward established academic and social goals and objectives. Staff members will report problems as they arise so that they can be resolved immediately. Program handbook, registration information, and other program "news" are distributed through campus newsletters and the campus parent centers in both English and Spanish to ensure that the information is understandable and accessible. Reports of student progress are shared on the Alief After School Program web site and through campus information. Adjustments to the program will be communicated to staff through staff meetings, online and e-mail communications. Parents will be communicated to through the use of call systems, parent handbooks, written communication and through the afterschool program website. **Grant funds will be used to pay only for activities occurring between beginning and ending dates of the grant as specified on the NOGA.**

Part 4: Sustainability and Commitment. Describe any existing or planned efforts that are similar or related to this proposal. How will the applicant coordinate with these efforts toward maximizing the effectiveness of grant funds and build sustainability over time? How will you build long-term support and commitment from partners in these efforts and other partners over time? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Alief ISD After School Program currently operates at 22 campuses in our district through a combination of grant funded and fee based programs. The central after school program office serves as the backbone for all program sites throughout the district and our staff has extensive experience in operating high quality after school programs. The district uses local funds to employ a full time after school program coordinator and two full time assistants. Through a partnership with the Harris County Department of Education, district staff receive professional development and training throughout the grant period, which includes a train the trainer model that supports sustainability. Lesson plans and activities are stored centrally and can be leveraged throughout the grant and beyond grant funding. Local and Title I funds can help pay for summer programming and activities. Additonally, a longstanding partnership with the Alief YMCA provides scholarship opportunities and low-cost enrichment activities during the summer. Transportation is currently being paid by the district for all middle school campuses. Elementary and intermediate campuses would be responsible for arranging transportation either through local funds, Title I funds and/or parent pickup arrangements. Afterschool snacks are currently being provided at no charge through the UDSA snack program. This program would continue. The Alief Afterschool Alliance, for the past three years, has organized an Afterschool Rocks Fun Run/Walk which brings awareness to, and serves as a fundraiser for, the afterschool program. Funds raised help scholarship students who cannot afford our fee-based programs and assists with operating costs.

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Schedule #15—Project Evaluation		
County-district number or vendor ID: 101903		Amendment # (for amendments only):

Part 1: Evaluation Design. List the research methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process		Associated Indicator of Accomplishment
1.	School, Family, & Community Engagement	1.	Meet campus needs
		2.	Recruit international students
		3.	Obtain partnership with community organizations
2.	Operation and Talent Management	1.	Conduct site and staff observations
		2.	Recruit and hire qualified personnel
		3.	Train and attend professional workshops focused on youth development
3.	Data Collection and Reporting	1.	Collect student grades and attendance
		2.	Entry of activities and participation in TX21st
		3.	Submission of required logic models, interim reports, and final evaluation
4.	Intentional Activity Development	1.	Align activities with TEKS
		2.	Create lessons that extend school day needs
		3.	Identify family/student voice and choice
5.		1.	
		2.	
		3.	

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How will findings be used to refine, improve, and strengthen the program? How will findings be made available to the public? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The independent evaluator will collect qualitative and quantitative data for reporting on TEA and project-level performance measures that evaluate program performance throughout the year and for the annual end of year evaluation report. A formative evaluation will help identify problems so they can be resolved in a timely manner. Site coordinators will enter data on student enrollment and program attendance into the TX21st database and collect data on staff training, program activities, mentors, and program staff meetings using logs, meeting minutes and surveys. Additional qualitative information will be collected during site visits using the *Assessment of After-school Program Practices Tool* (National Institute on Out-of-School Time, 2008) to assess and rate program quality. The evaluator will also collect feedback through open-ended survey questions to principals, coordinators, teachers, students and parents.

Quantitative data on student performance will be collected according to FERPA guidelines from Alief ISD's PEIMS records and the district accountability department. This includes student grades, school-day attendance, benchmark pre/post assessments, and STAAR/TAKS results. The evaluator will also create and adapt surveys to answer specific study questions for campus administrators, teachers, students, and parents. Program staff will be trained to administer the evaluation to those who do not have access online. To ensure data is collected as planned, the evaluator will attend monthly meetings to discuss its progress and overall project implementation. The evaluator will also prepare a brief evaluation report at mid-year to update staff on the progress of the evaluation plan and interim results.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 101903	Amendment # (for amendments only):

Statutory Requirement 1: Describe the activities to be funded. Specifically explain the supplemental nature of the activities. Include a description of how students participating in the program will travel safely to and from the center and home. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

AISD has operated afterschool programs since 1999. In collaboration with staff, administrators, community leaders, Harris County Department of Education's division of Cooperative for After School Enrichment, parents and students, the school district has established an effective model that yields high outcomes. Alief ISD's 21st CCLC program plan is comprehensive and designed to address all required components and objectives including improved academic performance, attendance, behavior, promotion rates, and graduation rates. Each campus' individual activities may vary based on needs identified in their comprehensive needs assessment; however, the overarching model will include three components – homework help, academic enrichment/tutorials, and enrichment. Mondays through Thursdays students will receive 45 – 60 minutes of homework help followed by 45 – 60 minutes of academic enrichment/tutorials, and concluding with 45-60 minutes of engaging enrichment activities. *Wednesdays will differ for middle schools as they will begin an hour earlier due to early dismissal for teacher professional learning communities. On Wednesdays, 7th – 8th grade students will attend presentations and engage in team building activities that focus on college and career readiness, and intervention and prevention presentations, and hands-on activities. Based on campus needs, elementary and intermediate campuses (K – 6th grade) will offer a morning component involving technology-based instruction and interventions targeting primarily ESL students. All programs will include* interventions and small-group accelerated instruction, homework assistance, youth development activities, prevention programs, enrichment activities, technology-based instruction, and services for families of participating students. A *six week summer program will be offered to ESL students and students* who struggled with promotion. Grant funds will **expand and/or enhance** the summer school day for identified students on each campus and will allow campuses to offer enrichment and character education activities after the regular academic summer school program.

The table below outlines a *typical* schedule for the after-school activities during fall and spring terms.

Day	3:05 – 4:00	4:05-4:55	5:00-5:50	5:50-6:00
Mon/Wed	Snack, stretch, and homework assistance	*Math and Science focus, accelerated instruction, and/or technology-assisted instruction*	Menu of enrichment activities including art, music, theater, character education, games, and physical education/sports	Dismissal
Tues/Thurs	Snack, stretch, and homework assistance	*Reading and Language Arts focus, accelerated instruction, and/or technology-assisted instruction*	Menu of enrichment activities including art, music, theater, character education, games and physical education/sports	Dismissal
Friday	Team Building & College/Career Kinnection	Menu of enrichment activities including art, music, theater, character education, games, and physical education/sports	Menu of enrichment activities including art, music, theater, character education, games, and physical education/sports	Dismissal

Transportation: Lack of transportation was identified as a barrier to participation. To meet the needs of Alief ISD families, especially working families, and to ensure that participants travel safely to and from the center and home, students will be transported home after the program via school district buses.

Statutory Requirement 2: Describe how the eligible entity will disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Information about the community learning centers, including their locations, will be communicated in various languages via community and district newsletters, and district and campus websites – including the Alief Afterschool Program site. Electronic calls will be made to the homes of students enrolled at each identified campus. Administrators and teachers will promote the program to parents during Family Center meetings.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 101903	Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed activities are expected to improve campus and student academic achievement, as well as overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Afterschool programs allow for opportunities to offer innovative and engaging activities that extend beyond the school day. Activities that will be offered have been developed based on specific campuses' needs assessments and individual students' needs. Previous years of afterschool programming in Alief have been evaluated and elements that have shown the greatest impact will be integrated into the new afterschool sites. The latest national research on effective practices in afterschool will be considered when developing academic enrichment and tutorials. To ensure program effectiveness for each individual site, each campus's needs assessment will drive the UNIQUE activities that will be offered on each individual campus. Campus directors will collaborate with the academic liaison, project director and community task force to develop activities and ensure that, as the individual needs of students change, activities will be adjusted. Students struggling in specific areas will attend tutorials – focused on specific identified needs. Students performing on level or excelling above their level, will participate in academic enrichment project-based activities. Activities will be aligned to the four core components: Academic Assistance; Enrichment; Family and Parental Support Services; and College and Workforce Readiness. By educating families on strategies to assist with academic achievement, increasing family engagement and bridging home and school, research shows academic gains follow. Integrating college and career skills into academics and enrichment activities heightens the relevancy for students, causing students to engage at a higher level and heighten their interest in the content area. TEA's ACE Activity Database, which has been proven successful, will be used to assist in activity planning. To further ensure effectiveness, the academic liaison will not only assist in drafting lessons and activities, but will evaluate their effectiveness by monitoring afterschool classrooms, student progress, and communicate on a consistent basis with school day teachers. He/she will attend PLC meetings and work with campus academic specialists. Additional professional development (CASE, TEA, and in-house) attended by front-line staff will also assist with the efficacy of instruction delivered to ensure academic achievement. It is expected that at least 75% of participating students will be promoted and pass all academic classes.

Statutory Requirement 4: Identify the federal, state, and local programs that will be coordinated with the proposed program and explain how the proposed coordination makes the most effective use of public resources. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

To maximize effectiveness and ensure sustainability, the district coordinates funds from all federal, state, local, and non-federal sources. Materials, training, staffing requirements, and contracted services essential to program implementation will be funded through the grant. However, additional items that are supplemental, but that support grant goals and objectives, may be purchased using additional funds and community partnership funding.

Funding Source	Description	Amount
Title I	Materials – printing, paper, crafts @ 100 students @ $5/student x10 sites	$5,000
Title II	Professional Development @ approx. 10 ASP staff @ 2 days x10 sites	$15,000
Communities in Schools	Resources for families in need of financial assistance x10 sites	$9,000
Local	*Portion* of facility use: 1 room @ $50/hr; 2 hrs days,167 day x10 sites	$167,000
Federal Nutrition Program	Snacks provided daily to all students ($1/student/day, for 100 students for 167 days) x 10 sites	$167,000

TOTAL - $363,000. Alief ISD will also provide support through central afterschool program staff, Compliance Officers, Director of Federal Programs, and the Special Revenue Accountant. All have extensive experience in monitoring grant programs, expenditures, and compliance. General operating expenses such as office space, activity space, computer labs, classrooms, library access, internet access, and transportation for middle school students are provided by the district at no cost to the grant program. Support also includes access to student information through the Management Information System. Alief ISD continues its efforts to involve additional partners and volunteers in sustaining the afterschool program activities.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 101903	Amendment # (for amendments only):

Statutory Requirement 5: Describe how the activities will meet the measures of effectiveness described in the authorizing statute. Specifically describe: 1) how the proposed activities are based on an objective set of measures designed to increase high–quality academic enrichment opportunities; 2) references to evidence-based research that supports the design of the program or activity; and 3) a summary of the plan to collect local data for continuous assessment and local program evaluation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Program activities have been developed according to the statute's Principles of Effectiveness. Program components are based on assessment of objective data regarding the need for before and afterschool programs. Community and campus needs were identified and reviewed. Criteria include campus testing data, student ethnicity, community economic status, survey responses, and campus discipline referrals. A comprehensive and systematic needs assessment of the community and identified schools has been completed, and has been used to select the schools most in need of out-of-school time services, in addition to the specific needs of students, families and the community. Based on the needs assessment, specific objectives and strategies were developed ensuring that high quality enrichment opportunities are made available for participating students. Measurable performance indicators were established. Performance indicators described in the evaluation design ensure that students are achieving academic proficiency. To ensure the availability of high quality academic enrichment opportunities, performance measures have been set that align with the required project evaluation. The methods of evaluation provide for examining the effectiveness of project strategies. Methods of evaluation include the use of objective performance measures and indicators of program accomplishment that are related to the intended results of the project and will produce qualitative and quantitative data. The evaluation design will include processes for collecting data, including program-level data and academic data. Scientifically-based research provides evidence that program components are effective in helping students meet the state and local student academic achievement standards. Components include the following: developmental assets, teacher training, technology-based instruction, and accelerated instruction and enrichment activities.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 101903	Amendment # (for amendments only):

Statutory Requirement 6: Describe the partnership between local educational agencies, community-based organizations, and other public or private entities in carrying out the proposed program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☐ **Check this box IF you are applying for priority points** for submitting this application jointly with eligible entities consisting of not less than one local education agency receiving funds under Part A of Title I and another eligible entity.

☐ **Check this box only IF you did not check the box above AND you are requesting that TEA provide the same priority points** because of the applicant's inability to partner with a CBO within reasonable geographic proximity and of sufficient quality to meet the requirements of the grant.

Alief ISD has a rich collaborative history, especially in afterschool. Over the past fifteen years, Alief has collaborated with several community based organizations and other partners to provide a high-quality afterschool environment for Alief students and families. Alief will continue with successful partnerships and expand upon the great foundation that has been built. The following organizations will partner with Alief ISD to provide high-impact afterschool programs for the proposed nine sites. HCDE CASE will provide best practices professional development training as well as conduct site observations for each campus to assist afterschool staff in maintaining a high level of program quality and strive for continuous improvement. Afterschool staff, including the site coordinators, and frontline staff, will attend at least two professional development opportunities per semester that align to the NAA Core Knowledge and Competencies for Afterschool and Youth Development Professional framework. Students will participate in a nine-week curricula with a culminating event on campus that gives them the opportunity to interact with each other, learn from professionals in related fields, and celebrate what they learned in their academic and enrichment classes. 5 STAR LIFE will provide two hour rallies focused on academic achievement and promoting five core values that assist students in life. Alief has partnered with the Alief YMCA to provide enrichment services to students in the afterschool program. We will continue this partnership during the year and in the summer. Communities in Schools will assist families that are struggling financially by providing resources and specific services to meet their needs.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 101903	Amendment # (for amendments only):

Statutory Requirement 7: Based on the community needs assessment in Schedule #13, provide a summary of available resources for each proposed community learning center. Describe how the program proposed to be carried out in the center will address the needs identified through the assessment/evaluation process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Alief ISD is home to many children living in low-income, ethnically diverse communities that are exposed to gangs, crime, violence, drugs, and racial tension. Alief children and youth come home from school to empty houses in impoverished neighborhoods where drugs are readily available, crime is acceptable, and gang membership is common. The Alief community is a cultural melting pot with a school district that prides itself on having one of the most culturally diverse populations in the state. The district serves over 47,000 students who speak more than 80 different languages and dialects. **Over 80% of all Alief ISD students are identified as economically disadvantaged and 86% of students under the age of 18 reside in single parent homes.** Single parents are often forced to leave their children at home during the hours of 3-6 PM in order to financially provide for their children. In order to assess the needs of the participating campuses, members of the Alief Afterschool Alliance, along with each individual campus, reviewed campus data including attendance rates, test scores, and disciplinary referrals. Other than fee-based child care centers, the Alliance confirmed that few formalized programs in the Alief community provide high-quality services on a daily basis. This lack of services is significant for eligible elementary and intermediate schools that serve high-need student populations ranging in age from 5-12 years – a critical time for developing academic and resistance skills. *All ten campuses are schoolwide Title I eligible and serve student populations that have well over the required 40% of students identified as meeting the criteria for economically disadvantaged (see table below).*

CAMPUS	Percentage Economically Disadvantaged	CAMPUS	Percentage Economically Disadvantaged
Bush	89%	Klentzman	90%
Hicks	76%	Miller	76%
Holmquist	79%	Owens	89%
Horn	90%	Holub	80%
Sneed	84%	C	87%

Needs & Gaps	Available Resources	Strategy to Address Need
Limited academic assistance & homework help afterschool	Certified teachers; intervention products	Expand tutorials and hands-on academic enrichment from 2-3 days to 5 days a week.
Lack of technology at home	Computer labs and software	Morning lab and focused technology based activities & tutorials
Bilingual support for refugee population *(Elem. & Intermediate)*	Certified teachers, translators	Summer programming & academic enrichment and morning labs
Classes for parents	Parent centers, family liaisons	Family Engagement Specialist, ESL classes, job search classes
Connection to college and careers & character development & mentoring	Counselors, local universities, college students, local businesses, mentor training program, Kuder program	Friday Triple C days – College, Career, Character
Fitness activities due to unsafe outside space	Playgrounds, gyms, PE equipment	Wellness activities
Study skills *(Middle schools)*	AVID program and college tutors	Study skills integrated into academic enrichment classes.

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 101903	Amendment # (for amendments only):

Statutory Requirement 8: Demonstrate how the applicant will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Alief ISD piloted three 21st CCLC programs in 2000 to create an environment in which students could improve academic proficiency while developing leadership, communication, and social skills. Over 300 participating students demonstrated improvement in peer-to-peer relationships, enhancement to solve problems in everyday situations, and advancement in both reading and math TAAS score. The percent of participating students who passed three or more core academic classes (mathematics, reading, science, and social studies) increased from 72.5% at the close of Year 1 to 86% at the close of Year 3. Additionally, the percent of referrals to the juvenile justice system for participating students was reduced from 12% in Year 1 to 3% in Year 2 and to less than 1% in Year 3, a substantial improvement. In addition, family involvement increased over 50% for campuses that offer 21st Century Community Learning Center programs.

Since 2000, Alief has offered afterschool programing at 25 sites and received funding through parent-paid tuition, 21st CCLC, the Mayor's After-school Achievement Program, HCDE-CASE Partnership, and Texas Workforce Solutions. For the 2015-2016 school year, AISD is operating ten parent tuition based and twelve 21st CCLC grant-funded programs, and 12 21st CCLC grant programs. The Alief afterschool program students outperform their peers who are not in the program by an average of 5% across all content areas in grades 3-8 according the 2015 STAAR administration.

Modeled after these successful programs, Alief ISD will use 21st CCLC Cycle Nine funding to continue the expansion its afterschool initiatives at high-need campuses by serving additional students and families through educational and related activities. The activities will enhance academic performance and achievement, prepare postsecondary and workforce skills, and promote positive youth development.

Statutory Requirement 9: If the eligible entity plans to use volunteers in activities carried out through the community learning center, describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Specifically address senior volunteers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Senior volunteers are extremely vital to the community. They contain a wealth of knowledge and experience that can benefit our students. Senior volunteers may be used to serve as mentors and/or career exploration speakers. Each student enrolled in the afterschool program will be assigned an adult mentor that will meet on a regular basis with students. Also, throughout the week, the campus will offer opportunities for career explorations which will include speakers who will offer background knowledge on their current or past careers. Senior volunteers will be recruited from a database of retired educators and/or our active Alief ISD mentor and volunteer database.

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 10: Describe the preliminary plan for how the community learning center will continue after funding under this program ends. Include the strategies and resources that will be employed, individuals and organizations involved, and an annual timeline for implementing the sustainability plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.
× **Check this box IF you are applying for priority points** for local education agency elected board of education written support for sustainability. Letters must represent a majority of the locally elected board and provide a detailed description of the specific challenges the community faces concerning sustainability and how community and board support will assist local efforts to sustain the program over time. **Letters of support with original signatures AND a list of all elected board members, including those that did not sign or submit a letter, must be attached to this application.**

Currently Alief ISD uses local funds to fund a full-time district afterschool program coordinator and two full-time assistants. When funding expires, the oversight of the program would shift to the afterschool program coordinator. During the duration of the grant, the office will offer training, assist with hiring and assist with the evaluation and instruction of the program. HCDE CASE will provide professional development and training during the grant period that will be used to develop a train the trainer model sustaining the program by providing training to continuing and new staff members. During the grant period, an academic liaison will be contracted to assist with the development of intentional, hands-on, engaging, high impact, aligned lessons that teachers will implement in the program. The lessons will be stored within a data base that would be accessible to program staff for future use beyond the life of the grant, in addition to a communication plan will be put in place to connect afterschool staff with during the day educators. A combination of local and Title I funds will be used to pay for summer school programming and afterschool programming including supplies and staff. The YMCA has partnered with Alief in the past to sustain previous programs by providing scholarships and low-cost enrichment activities for students afterschool and in the summer. This relationship will continue to be a part of our future sustainability plan. Transportation is currently being paid by the district for all middle school campuses. Elementary and intermediate campuses would be responsible for arranging transportation either through local funds, Title I funds and/or parent pickup arrangements. Afterschool snacks are currently being provided at no charge through the UDSA snack program. This program would continue. The Alief Afterschool Alliance, for the past three years, has organized an Afterschool Rocks Fun Run/Walk which brings awareness to, and serves as a fundraiser for, the afterschool program. Funds raised help scholarship students who cannot afford our fee-based programs and assists with operating costs. Elementary and intermediate campuses funded through Cycle 9 would shift to fee-based programs. Due to the high economic need at these identified campuses, fees would be reduced for these campuses and a higher number of students would receive scholarships. Partnerships would be built to obtain resources from local businesses and community based organizations including Five Star Life, YMCA, funding through CASE, CIS, Alief Family Engagement Program, and our federal programs and grants office.

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Schedule #17—Responses to TEA Program Requirements	
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TEA Program Requirement 1: Community Involvement
Describe your plans to seek continuous feedback and involvement from community stakeholders, including the process for creating and engaging a community advisory council in order to increase program awareness, evaluate program effectiveness, and develop annual program and sustainability plans. A description of the planned membership and participating organizations must be provided.
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district's federal programs and grants department and Harris County Department of Education will meet with the program coordinator, site coordinators, and project staff to establish data collection methods and to assist with data analysis and project reports. Collected data will be reviewed by the coordinator, principals, staff and the Alief Afterschool Alliance to identify successes and challenges which may require program modifications. Formative evaluation will address program implementation and will determine to what degree project activities were implemented as planned. The district has established a process for ensuring that activities are implemented successfully and completed according to proposed timelines. These campuses participate in that process which includes monthly meetings attended by staff from all district afterschool programs. Our formative evaluation process examines the planning, implementation, and evaluation of activities, the level of services provided, the type of curriculum utilized, and the effect of program instruction. During these meetings, staff also discuss communication regarding program involvement by stakeholders and collaborators.

Campus representatives receive information regarding project management, implementation, and financial assistance. They also use this time to share challenges and successes and to identify strategies for continuous improvement in the operation of their projects. The project director, site coordinators, and HCDE will seek feedback from all **stakeholders including students, parents, staff, and partners including: Alief YMCA, HCDE CASE, Communities In Schools, Alief Family Engagement Program, Alief Prevention and Safe Schools Department, Alief Community and Public Relations, and Alief Afterschool Programs Central Department** through interviews, informal surveys, focus groups, and monthly parent meetings. Responses will guide modification to program implementation.

The program coordinator, federal programs and grants office and lead teachers will collect the following baseline data during the summer and fall. Data will include state assessment scores, report card passing and failure records, discipline referral records from PEIMS reports, parent participation in parenting programs, ESL classes and other literacy/education activities, technology-based instruction labs, volunteer records and attendance rosters from human resources and mentor specialists and attendance records.

At the end of each term, lead teachers and the project director will collect and review the following: attendance records, report card grades, parent participation, and volunteer records.

The data is reviewed and analyzed and shared during monthly planning/networking meetings to determine program successes and weaknesses. End of term data is shared with TEA in the format requested. Information is also available on the afterschool program web site with notification that the full evaluation report is available to the public upon request.

Alief Afterschool Alliance will continue to focus on funding to support the program with reduced funding. Campuses will continue to work with the district's community/public relations department to identify and train program volunteers. A collaborative working environment will be created between partners to work with the campuses to reduce fees or assist with volunteer recruitment.

The district's federal programs and grants department will apply for grants including the Mayor's After School Achievement Program and the CASE partnership project funding to supplement funds. Our fee-based model will be implemented to help sustain campuses in addition to expanding other research-based models.

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TEA Program Requirement 2: Grant Management. Describe your plan to manage the various components of the grant while adhering to all grant requirements and providing high-quality programming for all participants. Specifically describe communication among project staff and the provision of ongoing training and support for all staff. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The project director will assume overall responsibility for the program and will report directly to the district's coordinator of afterschool programs and director of federal programs and grants. The project director will have full authority and the support of district administrators to implement the program. The project director will meet bi-monthly (at a minimum) with the district's coordinator of afterschool programs and bi-annually with the district's compliance coordinator. The district's compliance and afterschool programs coordinators meet monthly with the director of federal programs and grants. The compliance coordinator monitors activities and expenditures for all competitive grants. The site coordinators and academic liaison will report to project director and meet monthly (at a minimum).

The program was developed, and will be carried out in collaboration, with the schools students attend. To ensure that campus needs are met and program activities are carried out as planned, the project director will provide on-going assistance to site coordinators. Site coordinators, campus principals, and the project director will also identify staff and service providers to implement activities including academic enhancement, homework assistance, enrichment, character education, and services for families of participants.

The project director and site coordinators will continually seek feedback from all stakeholders including students, parents, staff, and consultants through interviews, informal surveys, and parent meetings. Responses will guide program implementation. Additional input will be gathered during Alief Afterschool Alliance meetings. Membership in the AAA includes project staff, campus administrators, district leaders, parents, and community partners bringing a diversity of perspectives to the planning and monitoring of the program activities.

The district has already established a process for ensuring that activities are implemented successfully and completed according to proposed timelines. The ten identified campuses will participate in the process which includes monthly meetings attended by site coordinators from all afterschool programs and led by the project director and the district's coordinator of afterschool programs. Campus representatives receive information regarding project management, implementation, and financial assistance. They also use this time to share concerns and successes and to identify strategies for continuous improvement in the operation of their projects.

HCDE CASE will provide best practices professional development training. Afterschool staff, including project director, site coordinators, and frontline staff, will attend at least two professional development opportunities per semester that align to the NAA Core Knowledge and Competencies for Afterschool and Youth Development Professional framework. In addition, site coordinators will attend monthly trainings led collaboratively by the district afterschool program coordinator, the project director and academic liaison. Alief staff members are also offered in excess of twenty hours of additional professional development by district content coordinators, on-line instructional webinars, and professional development speakers. Fourteen of the professional development hours are mandatory.

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Schedule #17—Responses to TEA Program Requirements (cont.)

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TEA Program Requirement 3: Center Operation Requirements
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 1	Center Name: Bush Elementary		
9 digit campus ID#	101903-121	Distance to Fiscal Agent (Miles)	4.4 miles
Grade Levels to be served (PK-12)	K-4		

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	100
Number of Adults (parent/ legal guardians only) to be served:	40

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	N/A			
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 2	Center Name: Hicks Elementary		
9 digit campus ID#	101903-120	Distance to Fiscal Agent (Miles)	4.0 miles
Grade Levels to be served (PK-12)	K-4		

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	100
Number of Adults (parent/ legal guardians only) to be served:	40

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	N/A			
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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TEA Program Requirement 3: Center Operation Requirements
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 3	Center Name: Holmquist Elementary		
9 digit campus ID#	101903-124	Distance to Fiscal Agent (Miles)	4.8 miles
Grade Levels to be served (PK-12)	K-4		

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	100
Number of Adults (parent/ legal guardians only) to be served:	40

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	N/A			
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 4	Center Name: Horn Elementary		
9 digit campus ID#	101903-123	Distance to Fiscal Agent (Miles)	4.2 miles
Grade Levels to be served (PK-12)	K-4		

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	100
Number of Adults (parent/ legal guardians only) to be served:	40

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	N/A			
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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TEA Program Requirement 3: Center Operation Requirements
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 5	Center Name: Sneed Elementary		
9 digit campus ID#	101903117	Distance to Fiscal Agent (Miles)	4.4 miles
Grade Levels to be served (PK-12)	K-4		

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	100
Number of Adults (parent/ legal guardians only) to be served:	40

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	N/A			
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 6	Center Name: Klentzman Intermediate		
9 digit campus ID#	101903-141	Distance to Fiscal Agent (Miles)	4.6 miles
Grade Levels to be served (PK-12)	5-6		

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	100
Number of Adults (parent/ legal guardians only) to be served:	40

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	N/A			
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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TEA Program Requirement 3: Center Operation Requirements
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 7	Center Name: Miller Intermediate		
9 digit campus ID#	101903-144	Distance to Fiscal Agent (Miles)	4.3 miles
Grade Levels to be served (PK-12)	5-6		

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	100
Number of Adults (parent/ legal guardians only) to be served:	40

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	N/A			
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 8	Center Name: Owens Intermediate		
9 digit campus ID#	101903-140	Distance to Fiscal Agent (Miles)	2.5 miles
Grade Levels to be served (PK-12)	5-6		

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	100
Number of Adults (parent/ legal guardians only) to be served:	40

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	N/A			
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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TEA Program Requirement 3: Center Operation Requirements
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 9	Center Name: Holub Middle		
9 digit campus ID#	101903-044	Distance to Fiscal Agent (Miles)	3.2 miles
Grade Levels to be served (PK-12)	7-8		

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	100
Number of Adults (parent/ legal guardians only) to be served:	40

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	N/A			
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 10	Center Name: Olle Middle		
9 digit campus ID#	101903-042	Distance to Fiscal Agent (Miles)	3.6 miles
Grade Levels to be served (PK-12)	7-8		

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	100
Number of Adults (parent/ legal guardians only) to be served:	40

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	N/A			
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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TEA Program Requirement 3a: Center Operations, Program Coordination. Describe how the program will coordinate with schoolwide programs under ESEA Section 1114 and state compensatory education programs under Texas Education Code, §29.081. Explain how the program will coordinate to identify and recruit students who are most in need of academic assistance and the plan for retaining those students in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

1. The full time site coordinator for the afterschool program will collaborate with campus staff to incorporate schoolwide programs. The site coordinator will serve on the campus Shared Decision Making Committee (SDC), will work closely with the campus Family Liaison, and will collaborate with the campus Instruction Leadership Team (ILT) to ensure that initiatives on campus are supported in the afterschool program. Furthermore, the site coordinator will incorporate existing state compensatory education programs at the campus, including tutorials, and academic and behavior interventions. The site coordinator will collaborate with the campus AVID program and Communities in Schools to ensure that at-risk students are receiving appropriate interventions and support.

2. Cycle 9 of the 21st Century Learning Centers grant will serve students who are most in need of academic support, adult mentorship, and advocacy and enrichment opportunities. Although enrollment will be open, applications will be prioritized according to a determined rubric and determined priority checklist. Parents of identified targeted students will be invited to an informational meeting where the benefits of the program will be shared, additional opportunities for family input will be solicited, and applications at that time will be taken. Applications will be distributed to targeted students along with an invitation prior to the informational meeting. Other students will be allowed to attend; however, specific invitations will be given to targeted students. A set of strategies for intentional student recruitment and enrollment will be developed. As space becomes available, other students will be enrolled in the program.

Targeted students will include students who are failing one or more classes at the end of the preceding school year, students who did not perform at the recommended level on the STAAR test (if applicable), students exceeding three behavioral referrals during the prior school year, students who have been retained in the past, bilingual or ESL students, and students recommended by teachers and/or counselors as in need of assistance. Alief currently has in place an afterschool program handbook for parents and community members. The selection process for the 21st Century Community Learning Centers will be included in the handbook to inform all stakeholders of our student selection and prioritization process.

Alief has been successful with retaining students in the afterschool program, consistently meeting targeted enrollment goals. We will continue to implement strategies that are proven to retain students including creating opportunities for students to give feedback including surveys, focus groups, and our most effective approach for middle school students – town hall meetings, and allowing students to answer focused questions regarding the progress of the program and to speak freely. Only the students enrolled in the program and the site coordinator attend these town hall meetings. We will ensure students are given a voice to express progress as well as to assist in programming. A family environment will be created. Research shows students who have a connection to the school tend to remain in school. This connection will be created by grouping students according to grade levels into teams of 15-20 students. These teams will compete in team building activities, create their team names (based on college names), and compete in attendance competitions. Students will be recognized for perfect attendance and/or maintaining a 90% attendance rate each nine weeks.

In addition, families will be updated on their individual child's progress as well as the progress of the students enrolled in the program as a whole. Families will be provided with engaging and enriching courses, not only adding value to their children, but to themselves. Most customers (parents) who tend to identify the value in a product will, for the most part, continue to utilize the product. We believe if we obtain the buy-in from families, the students will continue to attend on a regular basis.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 101903	Amendment # (for amendments only):

TEA Program Requirement 3b: Center Operations, Staffing and Schedule. Describe and explain the planned operating and staffing schedule for each center. Include total number of weeks and hours per week per center for the regular school year as well as the required six-week minimum summer programming. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Alief ISD will develop and provide quality afterschool programming for students most in need of academic assistance at ten identified campuses. Operating dates: September 6, 2016 – May 27, 2017, Monday - Friday. Elementary and intermediate campuses will meet for 15 hours a week, while middle school campuses will meet for 12.25 hours a week. All programs will operate 5 days a week during fall and spring semesters for 35 weeks, and 6 weeks during the summer beginning June 6 – July 13, for a total of 41 weeks. Summer programming will, at minimum, operate as follows: Elementary 7:30 – 1:00; Intermediate 8:15 – 1:45; Middle School 9:00 – 3:30. Grade levels served will include Kindergarten – 8th grade. Summer would include enrichment/bridge activities.

TEA Program Requirement 3c: Center Operations, Safety. Describe the plan for ensuring the safety of all program participants and staff in the program at all times. Include the procedures for sign-in and sign-out for all students at each center and adjunct site. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

One of Alief ISD's stated goals is to provide a safe and secure environment for all staff and students. Due to the past years of experience, Alief has had the opportunity to refine and polish its safety measures for all afterschool programs. To ensure concise regulations are in place, a district afterschool program handbook has been created and each parent and student receives one upon registration. Expectations are made clear to all stakeholders. All grade levels, upon entering the program each day, will be checked-in by an adult staff member. During each transition (homework, academic enrichment, enrichment, etc.) students again will be checked-in to ensure that all students are in the appropriate class and under the supervision of an adult staff member. Parents will complete a registration form that includes all emergency cards and contact numbers, identification and permission to release students. Family members are required to show identification when picking students up early and are required to sign them out. At dismissal, attendance is taken again to note the transportation mode that was taken by each individual child. All staff are required to be CPR certified and attend several district trainings specific to ensuring the safety of all students. All afterschool programs participate in a disaster and fire drill to ensure everyone is familiar with all exit routes. Buildings are locked at the start of the program and Alief police officers monitor the premises of all campuses after hours. Staff members will have radios and school phones to communicate with the site coordinator at all times. All staff members, volunteers and staff of community based organizations are required to wear Alief issued badges. All outside staff members are required to go through a nationwide background check as well. Class sizes will not exceed the recommended 22 to 1 staff ratio.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
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TEA Program Requirement 4a: Activity Planning, Alignment and Quality. Describe how the program will align all activities with the school day curriculum, expose students to meaningful academic content that supports mastery of the Texas Essential Knowledge and Skills (TEKS), and provide opportunities for youth to practice skills through engaging and interactive activities. Describe the plan for using evidence-based practices and local data to meet student needs and achieve the desired campus and student outcomes. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Student needs will be identified using various data sources including academic grades, state assessment data, and student, family, and teacher surveys. Program components are based on assessment of objective data regarding the need for before and after school programs. Community and campus needs were identified through campus action plans, the district improvement plan, family surveys, and input from all stakeholders.

Based on the needs assessment, specific objectives and strategies were developed ensuring that high-quality enrichment opportunities are available for participating students. Measurable performance indicators will be identified to measure the outcomes and monitor the progress of activities being offered. Performance indicators described in the evaluation design ensure that students are meeting set objectives.

Scientifically-based research provides evidence that program components are effective in helping students meet the state and local student academic achievement standards. Components include developmental assets, teacher training, technology-based instruction, accelerated instruction, and enrichment activities.

To ensure continued success, ongoing monitoring will occur to ensure continuous feedback and to adjust the activities as needed.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
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TEA Program Requirement 4b: Activity Planning, Meeting Student Needs. Describe how the program will ensure that instruction is adaptable to the academic and developmental needs of students, particularly the individual or small-group instruction needs of students, especially focusing on those students who are at risk of academic failure or dropping out of school. Describe the planned staff to student ratios for the proposed sites and activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Student needs will be identified using various data sources including academic grades, state assessment data, student, family and teacher surveys. Program components are based on assessment of objective data regarding the need for before and afterschool programs. Community and campus needs were identified through campus action plans, the district improvement plan, family surveys, and input from all stakeholders.

Based on the needs assessment, specific objectives and strategies were developed ensuring that high-quality enrichment opportunities are available for participating students. Measurable performance indicators will be identified to measure the outcomes and monitor the progress of activities being offered. Performance indicators described in the evaluation design ensure that students are meeting set objectives.

Scientifically-based research provides evidence that program components are effective in helping students meet the state and local student academic achievement standards. Components include developmental assets, teacher training, technology-based instruction, accelerated instruction, and enrichment activities.

To ensure continued success, ongoing monitoring will occur to ensure continuous feedback and to adjust the activities as needed.

Alief ISD's mission is to provide students with meaningful work and meaningful relationships. Afterschool is a unique opportunity for teachers to build stronger relationships with students, as well as to tune in to the individual academic needs of students on a higher level. Class sizes will not exceed a 22 to 1 student to staff ratio. Ideally, we would prefer to see a 15 to 1 student to staff ratio capitalizing on the opportunity for teachers to get to know students on a deeper level socially and academically.

Academic enrichment will not be the same for every child. It will be based on their individual skill sets and needs. All students, including those in need of greater assistance, small group instruction, and/or additional academic enrichment will engage in Huddle Time. Each campus will have at least two – three huddles that may change according to student need. All students will be assigned a main team (named after colleges). Some teams may break into small huddles focused on small group instruction, technology based instruction, small group tutorial sessions, advanced academic enrichment focused on project-based learning, and other huddles as needed. Students will not be "stuck" in a specific huddle. Based on students' individual progress, benchmark results, report grades and teacher evaluations, students may rotate to other huddles that are focused on the student's needs. Students, however, will always remain with the same home team in order to maintain a "family" feel within the program.

Students will have the opportunity to sign up for enrichment activities based on their interests. Each site coordinator, however, may also place students in specific enrichment courses that will help strengthen student challenges.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
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TEA Program Requirement 5a: Family Engagement, Family Engagement Specialist. Describe the role of the required family engagement specialist position in providing families with active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Family Engagement Specialist will be a full-time position, staffed at 100% from the grant. Qualifications for this position include: bachelor's degree; teaching experience; experience working with teachers, parents, school administrators, and community members and organizations; thinks and acts in ways that respect ethnic, cultural and language diversity; experience in collaborative leadership; displays interpersonal skills; advocates for children and parents; writes and speaks clearly and well; strong organizational skills; ability to speak to groups; ability to make home visits and ability to work flexible schedule. Currently, Alief ISD staffs 41 family liaisons that serve and are housed on each individual campus. The Family Engagement Specialist will work hand in hand with the ten campus family liaisons to coordinate on-going activities that benefit the families of students enrolled in the afterschool program. The specialist will share event dates, provide training to families and staff and assist in coordinating district initiatives to increase family engagement. During the 2012-2013 school year, Alief ISD began the FAME initiative (Families Actively and Meaningfully Engaged) based on the research of Steven Constatino. This initiative involves a 5 step process, in which three steps have begun this year: Awareness -Training for All principals, staff and family liaisons Understanding and Supporting the Value in Family; Self-Assessment: Discover the Degree of Family Friendliness; campuses create FAME teams comprised of family members, teachers, community members and staff and audit their campus's family friendliness along with administering surveys to family members; Program Conceptualization & Development: Policy Development, Goal Setting and Action Planning in relation to family engagement. During the 2016-2017 school year, campuses will continue the process with steps four and five; Program Implementation and Evaluating and Sustaining. The FEC will work with campuses to continue this initiative and assist in the successful implementation of the process on the nine identified campuses.

TEA Program Requirement 5b: Family Engagement, Program Coordination. Describe how the family engagement specialist will coordinate with the project director and site coordinator(s) to recruit participant families and assist in the coordination of family engagement strategies across all centers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Family Engagement Specialist will collaborate with the Project Director and Site Coordinators to facilitate family engagement activities that occur on an ongoing basis. The FEC will assist in the assessment of available resources and assist with building relationships within the community that may meet the needs of family members. The FEC will work with the central office to identify programs and services that might be implemented across all centers and services that could be offered at individual centers. Research shows that relationships between families have to extend beyond the hours that are convenient to school staff members. Therefore, the FEC will make home visits to recruit family members and provide information and offer programming that extends beyond the school building including churches, community centers, apartment complexes etc. Site coordinators will assist the FEC with identifying the needs of families and identifying those most in need. The FEC will work with our Communities in Schools program to assist families that are in need of financial assistance and help. He/She will also work with West Houston Community Center to enroll family members in an ongoing class that provides instruction in strengthening job skills and job placement.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
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TEA Program Requirement 5c: Family Engagement, Activities. Describe the types of family engagement activities planned, when/where they will be offered, and the identified student and family needs that the activities address. Describe how the planned activities address the needs of working families; provide parents with opportunities for active and meaningful engagement in their children's education; and provide families with opportunities for literacy and related educational development. Describe additional resources that will be used to provide family engagement activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All ten campuses receive Title I funds which includes funding for family engagement activities. The central office receives family engagement funding as well. Campus Title I funds will assist in the implementation of family engagement activities including the purchase of supplies, parent snacks, and parent resources.

Alief ISD Family Engagement Centers offer ongoing family engagement parent classes that will be expanded and offered to all families of students enrolled in the afterschool program. Parent classes and activities are offered that better equip families to offer academic assistance at home, as well as provide basic parenting skills. Classes are offered on a weekly basis. Alief collaborates with local organizations to offer ESL, GED, technology, and wellness courses for parents of enrolled students. Courses will be offered on a weekly basis at designated 21st Century Community Learning Centers.

Campus family liaisons will continue to offer classes and services twice a week at each identified campus during the school day. Campus family centers will offer an array of parenting classes, resources, speakers, and other services as needed and identified.

Alief offers an annual Family Conference called Family U. Family U is a conference held for parents that offers the opportunity for families to attend various sessions including, but not limited to Thinking Maps – Helping Your Students Think and Succeed, Bully Prevention, Parenting with Impact, Love & Logic, Healthy Minds/Healthy Bodies, and Click or Touch your Way to College and Career Resources.

We will continue our strong collaborative relationship with the Alief YMCA and 4H, offering fitness and wellness classes to better equip our families to model a healthy lifestyle for our students.

In addition to the aforementioned activities, each 21st Century Community Learning Center will be required to offer at least two monthly family engagement activities.

Each site will coordinate additional parent services with those ongoing services and programs held at each individual site.

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 101903		Amendment number (for amendments only):		

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	☒	☒	☒

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	☐	☐	☐
A02	Provide staff development on eliminating gender bias	☐	☐	☐
A03	Ensure strategies and materials used with students do not promote gender bias	☐	☐	☐
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	☐	☐	☐
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	☐	☐	☐
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐
A99	Other (specify)	☐	☐	☐

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	☐	☐	☐
B02	Provide interpreter/translator at program activities	☐	☐	☐
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	☐	☐	☐
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	☐	☐	☐
B05	Develop/maintain community involvement/participation in program activities	☐	☐	☐
B06	Provide staff development on effective teaching strategies for diverse populations	☐	☐	☐
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	☐	☐	☐
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	☐	☐	☐
B09	Provide parenting training	☐	☐	☐
B10	Provide a parent/family center	☐	☐	☐
B11	Involve parents from a variety of backgrounds in decision making	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 101903	Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	☐	☐	☐
B13	Provide child care for parents participating in school activities	☐	☐	☐
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	☐	☐	☐
B16	Offer computer literacy courses for parents and other program beneficiaries	☐	☐	☐
B17	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
B18	Coordinate with community centers/programs	☐	☐	☐
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	☐	☐	☐
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	☐	☐	☐
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	☐	☐	☐
B99	Other (specify)	☐	☐	☐

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	☐	☐	☐
C02	Provide counseling	☐	☐	☐
C03	Conduct home visits by staff	☐	☐	☐
C04	Provide flexibility in scheduling activities	☐	☐	☐
C05	Recruit volunteers to assist in promoting gang-free communities	☐	☐	☐
C06	Provide mentor program	☐	☐	☐
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☐	☐	☐

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Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	☐	☐	☐
C09	Conduct parent/teacher conferences	☐	☐	☐
C10	Strengthen school/parent compacts	☐	☐	☐
C11	Establish collaborations with law enforcement agencies	☐	☐	☐
C12	Provide conflict resolution/peer mediation strategies/programs	☐	☐	☐
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	☐	☐	☐
C99	Other (specify)	☐	☐	☐

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	☐	☐	☐
D02	Provide counseling	☐	☐	☐
D03	Conduct home visits by staff	☐	☐	☐
D04	Recruit volunteers to assist in promoting drug-free schools and communities	☐	☐	☐
D05	Provide mentor program	☐	☐	☐
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☐	☐	☐
D07	Provide community service programs/activities	☐	☐	☐
D08	Provide comprehensive health education programs	☐	☐	☐
D09	Conduct parent/teacher conferences	☐	☐	☐
D10	Establish school/parent compacts	☐	☐	☐
D11	Develop/maintain community collaborations	☐	☐	☐
D12	Provide conflict resolution/peer mediation strategies/programs	☐	☐	☐
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	☐	☐	☐
D99	Other (specify)	☐	☐	☐

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	☐	☐	☐
E02	Provide program materials/information in Braille	☐	☐	☐

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	☐	☐	☐
E04	Provide program materials/information in digital/audio formats	☐	☐	☐
E05	Provide staff development on effective teaching strategies for visual impairment	☐	☐	☐
E06	Provide training for parents	☐	☐	☐
E07	Format materials/information published on the internet for ADA accessibility	☐	☐	☐
E99	Other (specify)	☐	☐	☐

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	☐	☐	☐
F02	Provide interpreters at program activities	☐	☐	☐
F03	Provide captioned video material	☐	☐	☐
F04	Provide program materials and information in visual format	☐	☐	☐
F05	Use communication technology, such as TDD/relay	☐	☐	☐
F06	Provide staff development on effective teaching strategies for hearing impairment	☐	☐	☐
F07	Provide training for parents	☐	☐	☐
F99	Other (specify)	☐	☐	☐

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	☐	☐	☐
G02	Expand tutorial/mentor programs	☐	☐	☐
G03	Provide staff development in identification practices and effective teaching strategies	☐	☐	☐
G04	Provide training for parents in early identification and intervention	☐	☐	☐
G99	Other (specify)	☐	☐	☐

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	☐	☐	☐
H02	Provide staff development on effective teaching strategies	☐	☐	☐
H03	Provide training for parents	☐	☐	☐
H99	Other (specify)	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)				
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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	☐	☐	☐
J02	Ensure all physical structures are accessible	☐	☐	☐
J99	Other (specify)	☐	☐	☐

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	☐	☐	☐
K02	Develop and implement a truancy intervention plan	☐	☐	☐
K03	Conduct home visits by staff	☐	☐	☐
K04	Recruit volunteers to assist in promoting school attendance	☐	☐	☐
K05	Provide mentor program	☐	☐	☐
K06	Provide before/after school recreational or educational activities	☐	☐	☐
K07	Conduct parent/teacher conferences	☐	☐	☐
K08	Strengthen school/parent compacts	☐	☐	☐
K09	Develop/maintain community collaborations	☐	☐	☐
K10	Coordinate with health and social services agencies	☐	☐	☐
K11	Coordinate with the juvenile justice system	☐	☐	☐
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
K99	Other (specify)	☐	☐	☐

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	☐	☐	☐
L02	Establish collaborations with parents of highly mobile families	☐	☐	☐
L03	Establish/maintain timely record transfer system	☐	☐	☐
L99	Other (specify)	☐	☐	☐

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	☐	☐	☐
M02	Conduct home visits by staff	☐	☐	☐

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	☐	☐	☐
M04	Conduct parent/teacher conferences	☐	☐	☐
M05	Establish school/parent compacts	☐	☐	☐
M06	Provide parenting training	☐	☐	☐
M07	Provide a parent/family center	☐	☐	☐
M08	Provide program materials/information in home language	☐	☐	☐
M09	Involve parents from a variety of backgrounds in school decision making	☐	☐	☐
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
M11	Provide child care for parents participating in school activities	☐	☐	☐
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	☐	☐	☐
M14	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
M15	Facilitate school health advisory councils four times a year	☐	☐	☐
M99	Other (specify)	☐	☐	☐

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	☐	☐	☐
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	☐	☐	☐
N03	Provide mentor program for new personnel	☐	☐	☐
N04	Provide intern program for new personnel	☐	☐	☐
N05	Provide an induction program for new personnel	☐	☐	☐
N06	Provide professional development in a variety of formats for personnel	☐	☐	☐
N07	Collaborate with colleges/universities with teacher preparation programs	☐	☐	☐
N99	Other (specify)	☐	☐	☐

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	☐	☐	☐
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 101903	Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	☐	☐	☐
P99	Other (specify)	☐	☐	☐

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	☐	☐	☐
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
Q03	Conduct program activities in community centers and other neighborhood locations	☐	☐	☐
Q99	Other (specify)	☐	☐	☐

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐

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Schedule #19—Private Nonprofit School Participation

County-District Number or Vendor ID: 101903	Amendment number (for amendments only):

Part 1: Private Nonprofit School Contacts. This part is required regardless of whether any private nonprofit schools are participating in the program. For *statewide* teacher training programs or *statewide* student instructional programs, refer to the list of private nonprofit school association contacts posted on the Applying for a Grant page.

Total Nonprofit Schools within Boundary

Enter total number of private nonprofit schools within applicant's boundary (enter "0" if none): **9**

Initial Phase Contact Methods

Required if any nonprofit schools are within boundary: Check the appropriate box below to indicate initial phase contact method.

☒ Certified letter	☐ Documented phone calls	☐ Meetings
☐ Fax	☐ Email	☐ Other method (specify):

Total Eligible Nonprofit Students within Boundary

Enter total number of eligible private nonprofit students within applicant's boundary (enter "0" if none):

Check box only if there is no data available to determine the number of eligible students: ☒

Total Nonprofit Participants

Total nonprofit schools participating:	Total nonprofit students participating:	Total nonprofit teachers participating:
No nonprofit schools participating: ☒	No nonprofit students participating: ☒	No nonprofit teachers participating: ☒

Part 2: Consultation and Services. Remainder of schedule, Parts 2, 3, and 4, are required *only* if private nonprofit schools are participating.

Participant Consultation: Development and Design Phase Consultation Methods

Check the appropriate boxes to indicate development and design phase contact methods.

☐ Certified letter	☐ Documented phone calls	☐ Meetings
☐ Fax	☐ Email	☐ Other (specify):

Requirements Considered Per No Child Left Behind Act of 2001 (P.L. 107-110), Section 9501 (c)

☐ How children's needs will be identified
☐ What services will be offered
☐ How, where, and by whom the services will be provided
☐ How the services will be academically assessed, and how the results of that assessment will be used to improve those services
☐ The size and scope of the equitable services to be provided to the eligible private nonprofit school children, and the proportion of funds that is allocated under subsection (a)(4) for such services
☐ The methods or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private nonprofit schools
☐ How and when the organization will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private nonprofit school officials on the provision of services through a contract with potential third-party providers
☐ How, if the organization disagrees with the views of the private nonprofit school officials on the provision of services through a contract, the organization will provide in writing to these officials an analysis of the reasons why the organization has chosen not to use a contractor
☐ Other (specify):

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Schedule #19—Private Nonprofit School Participation (cont.)		

County-District Number or Vendor ID: 101903	Amendment number (for amendments only):

Part 3: Services and Benefits Delivery

Designated Places/Sites

☐ Public school	☐ Private nonprofit school	☐ Neutral site

☐ Other (specify):		

Designated Times

☐ Regular school day	☐ Before school day	☐ After school day

☐ Summer vacation	☐ Other (specify):	

Part 4: Selection Criteria/Activity Timeline

#	Private Nonprofit School Name/ Number of Students and Teachers		Selection Criteria	Major Activities	Activity Begin/ End Date
1	School name:		Activity #1 selection criteria	Activity #1 major activities	Activity #1 begin date
	# of students:	# of teachers:			Activity #1 end date
2	School name:		Activity #2 selection criteria	Activity #2 major activities	Activity #2 begin date
	# of students:	# of teachers:			Activity #2 end date
3	School name:		Activity #3 selection criteria	Activity #3 major activities	Activity #3 begin date
	# of students:	# of teachers:			Activity #3 end date
4	School name:		Activity #4 selection criteria	Activity #4 major activities	Activity #4 begin date
	# of students:	# of teachers:			Activity #4 end date
5	School name:		Activity #5 selection criteria	Activity #5 major activities	Activity #5 begin date
	# of students:	# of teachers:			Activity #5 end date

Part 5: Differences in Program Benefits Provided to Public and Private Schools

Select the one appropriate box below.
☒ There are no differences between the program benefits provided to the public school students and the private school students.
☐ There are differences in program benefits to be provided to the public school students and the private school students. (Describe the differences and the reasons for the differences in the space provide below.)

	Description of Difference in Benefits		Reason for the Difference in Benefits
1		1	
2		2	
3		3	
4		4	
5		5	

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